

RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



SEND Policy

Originator: Mrs A Casson
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Section A School Arrangements

1.0 Definition and Aims

The term 'special educational needs and disability' (SEND) refers to children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority (LEA), other than special schools in the area.

Principles:

'The whole point of school is that children come first and everything we do must reflect this single goal'

Sir Michael Wilkins, Chief Executive, Outwood Grange Academies Trust

- Wherever possible, children have the right to education in their local mainstream school.
- All pupils at Ripley St Thomas are valued equally.
- All teachers at Ripley St Thomas are teachers of pupils with special educational needs.
- All pupils should have access to a deep and enriching relevant curriculum, including the National Curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.

2.0 Roles and responsibilities

Governors

The Governors at Ripley St Thomas have important statutory duties towards pupils with special educational needs. The Governors, with the Principal decide the Academy's general policy and approach to meeting pupils' special educational needs for those with and without EHCPs. They will set up appropriate staffing and funding arrangements and oversee the Academy's work within financial constraints.

The Governors will do their best to ensure that the necessary provision is made for any pupil who has a special educational need and that those needs are made known to all who are likely to teach them.

The Governors will ensure that a pupil with special educational needs joins in the activities of the Academy together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

The Governors will report to parent/carers on the progress for pupils with special educational needs.

The Governors' representative with responsibility for SEND is **David Bateman**.

Special Educational Needs Coordinator (SENDCo)

The Special Educational Needs and Disability Co-ordinator, in collaboration with the Principal, Learning Support Manager and Governors, plays a key role in helping to determine the strategic development of the SEND policy and provision in the Academy to raise the achievement of pupils with SEND.

The SENDCo and Learning Support Manager take day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for pupils with SEND, working closely with staff, parent/carers and external agencies including the Local Authority's (LA) support and educational psychology services, health and social services and voluntary organisations.

The SENDCo also provides related professional guidance to colleagues with the aim of securing high quality teaching and intervention for pupils with SEND. In addition the SENDCo line manages the Learning Support Manager and Teaching Assistants (TAs) while also having an overview of provision outside the team.

The SENDCo is responsible for monitoring and evaluating the progress of pupils identified as the cohort of pupils with special educational needs. A SEND report will be written for the governors each year.

Co-ordinating and managing provision

Provision for pupils with special educational needs and disability is a whole school responsibility. In addition to the Governors, the Principal, the SENDCo and the learning support team all other members of staff have important operational responsibilities.

All teachers at Ripley St Thomas C of E Academy are teachers of pupils with special educational needs.

3.0 Admission arrangements

Ripley St Thomas C of E Academy strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs and disability, in accordance with the Ripley Academy Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a EHCP educated in the mainstream the Local Authority (LA) must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Prior to transfer, the progress leader responsible for year 7, visits or contacts all feeder primary schools in order to identify pupils with special educational needs through discussion with the primary school staff. The Learning Support Manager and the SENDCo review all the written transfer information to identify all pupils who will require specific support at Ripley St Thomas C of E Academy.

For pupils identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the Academy during the summer term.

For pupils with EHCPs the Learning Support Manager will, if invited, attend the Phase Transfer Review at the primary school in the autumn or spring term of year 6.

Section B: Identification, assessment and provision

1.0 Identification and assessment and review

Categories of special need:

Communication and interaction

Language

Autistic Spectrum Conditions

Cognition and Learning

Learning – Pupils who despite appropriate differentiation and support learn at a slower pace than their peers. This covers a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD).

Social, Emotional and Mental Health difficulties (SEMH)

Sensory and/or physical

Hearing

Visual

Physical

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo and circulated to all staff using the academy network staff area; this information is regularly checked for accuracy. The Learning Support Manager will highlight the needs of particular pupils to all staff at the start of the school year.

At the beginning of Year 7, all pupils are assessed using the PiE, PiM, PtS and NGRT tests. This along with teacher concerns and further individual testing enables Learning Support staff to prioritise those pupils who require further intervention.

Ripley St Thomas C of E Academy acknowledges that there is a continuum of special educational needs and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a pupil may be experiencing.

Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The Academy will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance within the National Curriculum
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- standardised screening or assessment tools

Provision

Ripley St Thomas C of E Academy follows the graduated Wave response as outlined in the SEND Code of Practice.

Wave One: In class intervention

The effective inclusion of all children in a high-quality lessons (quality first teaching) with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response - that is, the usual differentiated curriculum.

Wave Two: Internal intervention

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children be placed on SEN Support, although children may on occasion already be within this group.

Triggers for Wave 2 Intervention

The triggers for intervention could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the academy
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent/carers the action needed to help the pupil to progress is something that is additional to and different from action provided as part of the academy's usual Wave 1 intervention.

Wave Three: Specialist intervention

Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three may draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on SEN Support if an external agency is involved in assessment, planning and review.

Triggers for Wave 3 Intervention

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for wave three intervention could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age

- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. They may also be involved in drawing up the objectives and targets.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs

Individual SEND Information

All SEND information is available to every member staff through the school shared area and Synergy. This information is updated regularly by the Learning Support Manager.

Ripley St Thomas C of E Academy has regular involvement with:

- Educational Psychology Service
- Special Advisory Support Team and Outreach services
- Inclusion Service
- Health and Medical Services
- CAMHS
- Police liaison officers
- Health and Social Care
- Community Youth Teams

School request for statutory assessment

For a few pupils the help given by schools through Wave Intervention may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to a LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through Wave 2 and Wave 3 Intervention
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum attainment in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services

When the LA receives a request for a statutory assessment, it must decide whether to carry out such an assessment.

Education, Health and Care Plans (EHCP)

Statutory assessment involves consideration by the Local Authority (LA), working co-operatively with the parent/carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then a EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- In-class support from a TA
- Specific programmes, both individual and group.
- Educational aids – portable word processor, spellcheckers * Adaptations – enlarged papers, sloping desks

All children with EHCPs of special educational needs will have short-term targets set for them that have been established after consultation with parents, and the child and will include targets identified in the EHCP of educational need. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded on Synergy will continue to be the responsibility of the class teacher.

The EHCP is reviewed at least annually at the Academy by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved. From Year 9 onwards, a Transition Plan for post-16 provision is also reviewed annually and requires input from the Young Persons Service (YPS).

Ripley St Thomas C of E Academy seeks to actively involve parent/carers in the education of their children. The Academy will inform parents promptly if any concerns are raised about a pupil and will seek their permission before any intervention is embarked upon. Likewise the Academy will try to respond promptly to any concerns expressed by parents.

Annual review of a EHCP of special educational needs

All EHCPs will be reviewed at least annually with the parents, the pupil and the academy to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life.

The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan.

2.0 Curriculum access and inclusion

Ripley St Thomas C of E Academy strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- ambitious curriculum for all pupils providing breadth and depth
- systems for early identification of barriers to learning and participation high expectations and suitable targets for all children

EHCPs, Objectives and Target setting

- Ripley St Thomas has a strong target setting ethos for all its pupils. All pupils have academic targets based prior attainment and progress towards meeting these targets is regularly monitored.
- EHCP objectives and targets are shared with staff. Staff are expected to use the information to inform their own teaching and to help them to set subject specific targets for individuals and /or groups of pupils within the teaching groups.
- Staff will review progress of pupils in meeting these targets as part of the monitoring. The feedback to inform the annual review from staff, pupils and parent/carers is considered alongside the data and departmental summative assessments to make judgments and review objectives.

3.0 Evaluating success

The success of Ripley St Thomas C of E Academy's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo, Subject Leaders, the Learning Support Manager and SLT
- analysis of pupil key data and test results and feedback to departments for
 - individual pupils
 - cohorts
- National data including progress 8 scores
- Ripley St Thomas RAP
- Learning Support Department Annual Review and Development Plan

4.0 Arrangements for complaints

If parents wish to complain they should in the first instance refer to the complaints procedure on the academy website – www.ripleystthomas.com

Parent/carers should be made aware of the Information, Advice and support Team (IAS) (formally known as the Special Educational Needs and Disabilities, Information and Support Service SENDIASS) and the Independent Parents Supporters team which can provide additional support for parents and is run through the LA. If at this point they do not agree with the school's and LA's decision, they have a right to appeal to the authority's SEN Tribunal.

Section C: Partnership within and beyond the academy

1.0 Staff Development

Ripley St Thomas C of E Academy has a Staff CPD Policy which is approved annually by the Governors. Specific training is given on areas linked to SEND at regular intervals during the year. Extra resources can be found on the academy shared area. In-Service Training for TAs and for all staff will be addressed annually through these existing procedures.

The teacher responsible for the induction of NQTs, new staff and ITT students includes training sessions on Inclusion, SEND Code of Practice, SEND Policy, Social Inclusion, Learning Support in the classroom, working with TAs and EAL.

2.0 Links with other agencies, organisations and support services

Ripley St Thomas C of E Academy has regular contact with:

- Educational Psychology Service
- Special Needs Advisory Support Teams
- Sensory and physical impairment
- Health and Medical Services
- Children's Social Care
- CAMHS (Child and Adolescent Mental Health Services)
- Voluntary organisations

There are may also be links with other external organisations when individual cases require them.

3.0 Partnership with parents and carers

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. Ripley St Thomas C of E Academy recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

The process for contact with parents in respect of pupils who have special educational needs will be:

1. SENDCo or representative to meet with parents to discuss pupil's needs.
2. Part of the cycle of reviews to take place at scheduled times and Parents' Evenings
3. SENDCo or representative to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress
4. SENDCo to meet with parents where a request for formal assessment is to be made
5. In addition to the reviews/parents' evenings, those parents who have a pupil with a EHCP will be invited to an annual review meeting

Further to this, the academy operates an open policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own pupil and any school documentation they may feel appropriate

The school will seek to engage the services of a translator where requested by parents or deemed necessary by the SENDCo to ensure partnership in developing strategies to help an individual pupil.

The LA has a Information, Advice and support Team (IAS) (formally Special Educational and Disabilities Information and Advice Support Service SENDIASS) for the parent/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. The Service can be contacted on 0300 123 6706 or e-mail information.lineteam@lancashire.gov.uk.

For parent/carers who find themselves in disagreement with the academy or the LA and whose difficulties cannot be resolved through the IAS who will liaise with the Global mediation service 0800064448. If this course of action fails then the SEN and Disability tribunal can be contacted. This service can be contacted on 01325 289350 or email sendistqueries@hmcts.gsi.gov.uk.

4.0 'Pupils first' – The Voice of the Child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Ripley St Thomas C of E Academy, we encourage pupils to participate in learning by:

- regular target setting in line with Academy policy
- participation in Annual Review of Statements/EHCPs
- participation in Transition Planning being involved in decision making about attendance on specific courses
- encouragement to come and discuss any difficulties they might be experiencing
- Pupil voice activities

5.0 Transfer Arrangements

Prior to transfer, the Year 7 progress leader from Ripley St Thomas visit all feeder primary schools to identify pupils with special educational needs and disabilities through discussion with the primary school staff. The Learning Support Manager and the Learning Support team review all the written transfer information to identify all pupils who may require support at Ripley St Thomas.

For pupils with EHCPs of special educational needs and disabilities the Learning Support Manager will have been invited to attend the Phase Transfer Review at the primary school prior to transfer.

For pupils without EHCPs but identified as requiring additional support over the Year 6/7 transition, a comprehensive transition programme has been established that involves a child-centred transition meeting and additional visits in the summer term of Year 6.

In preparation for the next stage of education post-16, the annual review of the EHCP from Year 9 and beyond will also draw up, and subsequently review, the Transition Plan. The annual review of the EHCP in Year 9 should involve the agencies that will play a major role in the young person's life during the post-school years and must involve the YPS.